### ELA Performance Task Template

<table>
<thead>
<tr>
<th>Title:</th>
<th>XXXXXXXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Model:</td>
<td>5/1</td>
</tr>
<tr>
<td><strong>Claim(s):</strong></td>
<td></td>
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<tr>
<td>2: Students can produce effective writing for a range of purposes and audiences.</td>
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<tr>
<td>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</td>
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<tr>
<td><strong>Primary Target(s):</strong></td>
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<tr>
<td><strong>Claim 2</strong></td>
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<tr>
<td>2. <strong>Compose Full Texts</strong>: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and author’s craft appropriate to purpose (detailing characters, plot, setting, events)</td>
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<tr>
<td>8. <strong>Language and Vocabulary Use</strong>: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</td>
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<tr>
<td>9. <strong>Edit and Clarify</strong>: Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</td>
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<tr>
<td><strong>Claim 4</strong></td>
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<tr>
<td>2. <strong>Interpret and Integrate Information</strong>: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources</td>
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<tr>
<td>3. <strong>Analyze Information/Sources</strong>: Distinguish relevant-irrelevant information (e.g. fact/opinion)</td>
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<tr>
<td>4. <strong>Use Evidence</strong>: Generate conjectures or opinion and cite evidence to support them based on prior knowledge and evidence collected and analyzed.</td>
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<tr>
<td><strong>CCSS/Standard(s):</strong></td>
<td>Grade 5</td>
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<tr>
<td>RI-9, W-1a, W-1b, W-2d, W-3a, W3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9: L-1, L2, L3a, 3b, 6</td>
<td></td>
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<tr>
<td><strong>Secondary Target(s):</strong></td>
<td>N/A</td>
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<tr>
<td><strong>DOK:</strong></td>
<td>4</td>
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<tr>
<td><strong>Difficulty:</strong></td>
<td>Medium/Hard</td>
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<tr>
<td><strong>Score Points:</strong></td>
<td>TBD</td>
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<tr>
<td><strong>Task Source:</strong></td>
<td>Testing Contractor</td>
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Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material.

Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard.

Grade level of stimuli: 5.2

Stimuli:

http://www.biography.com/people/XXXXXXXX

Lives of the Musicians "Wolfgang Amadeus Mozart"

Word Count:

Mozart, the Boy Who Changed the World with His Music, "The Child Star" Word count= 314

Lives of the Musicians Wolfgang Amadeus Mozart” Word count=185

Task Notes: Lisa Clark

Evidence Statement/ How this task contributes to the sufficient evidence for the claims

In order to complete the performance task, students

1. gather, select, and analyze information in multiple sources

2. write a narrative essay effectively demonstrating

   • a clearly established claim about the topic.
   • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience.
   • effective organization of ideas.
   • adherence to conventions and rules of grammar, usage, and mechanics.
   • control of language for purpose and audience.

Task Overview (105 total minutes):

Title: XXXXXX

Part 1 (35 minutes): Students will examine the stimuli and take notes. They will then respond to at least three (3) constructed-response and/or selected-response questions.
Part 2 (70 minutes): Students will refer to their notes as needed to compose a full-length narrative/argumentative essay/informational essay. Students will be allowed access to the stimuli they examined in Part 1. Pre-writing, drafting, and revisions will be involved.

Scorable Products: Student responses to the constructed-response and/or selected-response questions at the end of Part 1 and the essay completed in Part 2 will be scored.

Teacher preparation / Resource requirements

The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.

Teacher Directions:

Students are given the stimuli, directions, questions, essay assignment, and any other material related to the task.

Part 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break/CLASSROOM ACTIVITY (this is optional for the teachers to use, but must be written for each PT: must be able to stand on its own and Part 2 can’t rely on it)

Part 2 70 minutes

- Initiate the testing part 2.
- Allow students to access any additional research materials (if needed).
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 30 minutes have elapsed.
- After students have been writing for 30 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Time Requirements:

The Performance Task will take 105 minutes in one session.
**Student Directions:**

**Part 1** (35 minutes)

**Your assignment:**
You will examine several sources about XXXX and answer three questions about the sources. You will then write a narrative essay about XXXX

**Steps you will be following:**
In order to plan and compose your essay, you will do all of the following:
1. Examine several sources.
2. Answer three questions about the sources.
3. Plan and write your essay.

**Directions for beginning:**
You will now examine several sources. Take notes because you may want to refer to your notes while writing your essay. You can re-examine any of the sources as often as you like.

**Questions**
Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, your answers will help you think about the sources you’ve read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Question 1 Claim(s) 4:
   Question 1 Target(s): 3
   
   Question 1 CCSS: W-8, W-9

Question 1: (SR) What details in the video about XXXXXX show
that XXXXX is still important in our world today?

A. He worked quickly and wrote more than 600 pieces of 
B. He traveled to many countries around the world to XXXX
C. He wrote XXXX that is still XXXXX by modern day XXXX
D. He learned to XXXXXXXX as we do today.

Question 2 Claim(s): 4
Question 2 Target(s): 3
Question 2 CCSS: W-8, W-9

Question 2: (CR) How do the video and the story support the idea that XXXXXXX? Support your answer with evidence from the sources.

Question 3 Claim(s): 4
Question 3 Target(s): 3
Question 3 CCSS: W-8, W-9

Question 3:
(CR)What evidence does the video and the article present that show XXXX while he was growing up may have been different than other XXXX? Use evidence from the sources to support your answer.

Classroom Activity

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, and plan, draft, and revise your narrative. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.
Your Assignment

(PT) XXXXXX was a XXXXX who lived and XXXX more than 300 years ago. The video and the articles tell how important his XXXX was both in the past and even today. Using your notes from the video and the articles, write a narrative story from the point of view of XXXXX as a young boy. You should present factual information about XXXXX and also create a sense of what it was like for him to grow up as a XXXX. Your audience is your teacher and the students in your class. Use all the materials from Part 1 to help you write your story.

How your essay will be scored:   The people scoring your essay will be assigning scores for

1. **Narrative focus** - how well you maintain your focus and establish a setting, narrator, and/or characters.

2. **Organization** – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay

3. **Elaboration of narrative** – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience.

4. **Language and Vocabulary** - how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose

5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay.

Manage your time carefully so that you can:

• plan your essay
• write your essay
• revise and edit for a final draft

Word-processing tools and spell-check are available to you.
**Stimulus #1**

Watch this biography about XXXXXX life.

http://www.biography.com/people/XXXXXXX-9417115/videos

**Stimulus #2**

Read this article about XXXXXX as a young XXXXX.


**Stimulus #3**

Read this article about XXXXXX childhood.

*Lives of the Musicians “Wolfgang Amadeus Mozart*, p 20. Word count=185. Start from “Mozart had a strange...” end with “...work on his hair much more often than most people.”
**Key and scoring information for questions:**

1. **Question X : Claim 4, Target X**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response is a thorough explanation of how the information in the video is different from the information in the article. The response is supported with relevant details from the text.</td>
</tr>
<tr>
<td>1</td>
<td>The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response is a limited explanation of how the information in the video is different from the information in the article. The response is supported with limited relevant details from the text.</td>
</tr>
<tr>
<td>0</td>
<td>A response gets no credit if it provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not include an explanation of how the information in the video is different from the information in the article. The response does not include relevant details and may be vague, incorrect, or completely absent.</td>
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